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ABSTRACT

At the fall convention of the Southern Association for Counselor Educators and Supervisors a program was presented which took a view of counselor education as therapeutic process. This program invited counselor educators to examine and discuss the following statements: (1) Individuals, particularly teachers, enter guidance and counseling programs seeking alternative means of meeting personal needs and dealing more effectively with their interpersonal environments. (2) Counselor education, to be complete, includes personal growth experiences that increase self-awareness and improve interpersonal relationships. (3) We fail to model effective helping relationships when we provide only didactic-cognitive-academic training. (4) Programs attracting persons seeking personal assistance may in fact be those programs providing most effective therapeutic training processes. (5) Dichotomizing counselor education into academic-skill training versus experiential-growth enhancement may be inappropriate--may be reflective of our own needs as councelor educators--has implication for selection procedures. (6) Counselor training is of necessity therapeutic in process. We simply cop out when we refer to other persons on campus, those individuals who need or are seeking therapeutic environments. Consensus of participants was generally in agreement with these statements. Agreement was not reached with regard to selection, retention, and completion criteria for counselor trainees. (Author)

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Department of Professional Studies

COUNSELOR EDUCATION AS THERAPEUTIC PROCESS

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A Program Presented At

The Fall Convention of the Southern Association for Counselor Educators and Supervisors (SACES), October 5-7, in Mobile, Alabama.

Abstract

This program invited counselor educators to examine and discuss the statements listed below. Consensus of participants was generally in agreement with these statements. Agreement was not reached with regard to selection, retention and completion criteria for counselor trainees.

1. Individuals, particularly teachers, enter Guidance and Counseling programs seeking alternative means of meeting personal needs and dealing more effectively with their interpersonal environments.

2. Counselor Education to be complete includes personal growth experiences that increase self awareness and improve interpersonal relationships.

3. We fail to model effective helping relationships when we provide only didactic-cognitive-academic training.

4. Programs attracting persons seeking personal assistance may in fact be those programs providing most effective therapeutic training processes.

5. Dichotomizing counselor education into academic-skill training versus experiential-growth enhancement may be inappropriate--may be reflective of our own needs as counselor educators--has implication for selection procedures.

6. Counselor training is of necessity therapeutic in process. We simply cop out when we refer to other persons on campus, those individuals who need or are seeking therapeutic environments.

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Murray State University
Murray, Kentucky
October, 1975

Counselor Education as Therapeutic Process
A Program for
SACES Fall Convention, Mobile, Alabama

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Student Entrance, Progress, Retention, Termination, and Completion Decisions

If counselor education be considered from the frame of reference of a therapeutic process, a number of ethical, educational, professional, and pragmatic questions immediately arise about the kinds of persons who should be admitted to this process, determining their prognosis for success, evaluating progress, deciding who should be retained and who should be terminated, and finally determining whether and when an individual successfully completes the process. We at Murray State believe these same questions confront the counselor educator irrespective of the frame of reference or program model. We don't pretend to have the answers to these questions. We are seeking them. We are soul-searching. We think you are, too. We ask you to sit with us awhile, if you wish, to bare our souls together, to discuss these issues, and to see whether we can collectively find some answers.

Rowan has reviewed the literature on selection, retention, and evaluation of success of counselor trainees. He has examined hundreds of our professional journals from 1966 to the present. We are including a set of references of the journals in which these issues were discussed. We are also including a set of short summaries of the articles. From a general view of all these articles, a striking picture arises. The entire profession is struggling with these same kinds of questions. Few definitive answers have been found. Some institutions (Murray is one of them), consistent with their humanistic, self-actualization philosophies, tend to seek answers to these questions by interacting with the individual student. They largely leave entrance, retention, termination, and success-completion decisions up to him or her. These institutions seem to be torn with more than a few doubts as to whether they have done right by their students, by society, and by the potential clients of their students. Other institutions seem to be headed in the direction of what is euphemistically called competency-based counselor education. These institutions are confronted with problems of deciding what are these competencies, defining them, and deciding whether and when their students have met them. The rest of us are between these extremes on the continuum.

Rather than try to list the myriad questions emanating from these broad concerns, we felt that we might want to ask our own questions in this group. From this set of ideas we should like to generate discussion. If you wish, we can discuss these issues along with the broader ones of our general topic.

Counselor Trainee Selection, Entrance, Progress, Retention Termination, and Completion Decisions

A Review of the Literature
for SACES 1975 Convention

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For our discussion of the topic of selection, retention, and graduation of our counselor students, I reviewed the literature in my professional journals. I went back to early 1966. I examined all of my copies (very few were missing) of the following journals: The Personnel and Guidance Journal, Counselor Education and Supervision, Vocational Guidance Quarterly, Measurement and Evaluation in Guidance, and Journal of College Student Personnel. I have summarized the conclusions in articles relevant to our topic. In most instances, I have done so without comment. In a few cases, I have added my own ideas. My own conclusions from my readings are that our profession is conscientiously seeking answers to the same questions we are examining here, that we have not yet found the answers, that there are some core conditions for effective counseling, and that the need to define and measure competencies is urgent. I also observed that we seem to be assessing behavior, personality, core conditions, and "effective counseling" according to our own internal set of assumptions. Very little is in the literature about actual client change, what kind of change should take place, or about independent evaluation of our efficacy. To broaden the scope of my review I went outside my journals to pick up Jerome Bruner, Robert Carkhuff, and Hans Eysenck. What I have found follows without any further comment from me.

Bruner (1961) claims (with respect to children's readiness): "any subject can be taught effectively in some intellectually honest form to any child at any stage of development" (1961, p.33). If this generalization can be extrapolated to adult learning, it would seem that all selection and evaluation instruments for counselor trainees are irrelevant. The onus of the trainees' learning to become counselors falls squarely on the backs of the counselor educators. "If the student doesn't learn, the teacher hasn't taught" is an ancient aphorism with a germ of truth. The real truth probably is somewhere in between. Still it is a thought worth pondering. Perhaps self-selection-termination is best.

Carkhuff (1969) states that helping processes are instances of interpersonal learning or re-learning. All interpersonal processes may have constructive or destructive consequences. Counseling can help or hurt. Significant relationships may be for better or for worse. If these assumptions and Carkhuff's others be correct (he seems to have demonstrated that they are), if some people learn better than others, and if some people are incapable of learning to help, then selection and evaluation procedures for counselor trainees become most important.

Demos and Zuwaylif (1966) report a study concluding that certain scales on the Edwards Personality Scale differentiated between the 15 most successful and the 15 least successful candidates of an NDEA Counseling and Guidance Institute. The more effective group had significantly lower needs for autonomy, abasement, and aggression and significantly higher needs for nurturance and affiliation.

Engen and Miller (1969) report the development of a professional school counselor key for the Strong Vocational Interest Blank (SVIB) using Campbell's revised procedures. "Differences between professional counselors and non-professional counselors seemed to indicate a greater people-orientation in the professional counselor group. This was further supported by relationships of the professional counselor key with other scales on the SVIB."

Engle and Betz (1971) compared differences in peer and supervisory judgments of counselor trainees in both guidance institutes and regular program groups. They found highly significant correlations between institute supervisor and peer ratings (r=.77). They found lesser, but still significant correlations (r=.46) between supervisor and peer ratings in the regular programs.

Eysenck (1952) conducted a survey of reports on the improvement of neurotic patients after psychotherapy and the results compared with the best available estimates of recovery without benefit of such therapy. He concluded that there is no significant difference in the improvement of the two groups. If this thesis be correct, any attempts at selection are irrelevant. Furthermore our profession needs (needed? 1952?) vast improvement. However, if on the other hand the Carkhuff thesis (1969) be correct, there is great need and urgency for both selection and evaluation criteria.

Felker and Brown (1970) compared 47 graduate students interested in counseling with 46 interested in teaching. Counselors had higher service, mercantile, and leadership interests (working to help other people). They also were more casual, more outgoing, and less philosophically-minded. There were very little differences between the two groups on 32 variables.

Felker (1973) found that counselor effectiveness, as defined by the Standard Index of Communication (Carkhuff, 1969) was significantly correlated with undergraduate GPA and with Miller Analogies Test scores. She concluded that the ability to communicate was related to the subjects' level of intellectual ability. She feels that, if the Standard Index of Communication is valid, then the use of intellectual measures in selection of candidates for training is warranted

Freedman et. al. (1967) investigated the relationship between counselors' personality characteristics and their verbal responses in an interview situation. The authors concluded that "Within the limits of the sample and the treatment of the data, the following conclusions are warranted: There is a strong, predictable relationship between counselor personality characteristics and counselor verbal response patterns."

Fuller (1975) reports on a new method of selection and evaluation of candidates for counselor training at the Northwest Regional Educational Laboratory, Portland, Oregon. It is founded on performance standards for counselors and competency-based components in the curriculum. Selection is based on recruitment of people in helping jobs, of proved effectiveness, experience, and facilitativeness. Persons start "where they are". Competencies are operationally defined. Persons exit upon mastering competencies. A's and I's are assigned in order to meet university requirements. Pass/no pass better.

Gellen (1970) took measures of four physiological variables while 30 counselors, 30 counselor trainees, and 30 graduate science majors were evaluating a series of dialogues and slides taken from an empathy test. Significantly more vaso-constriction, indicative of arousal, was observed in the counselors and counselor trainees than in the science majors. The author concluded his finding to be consistent with the hypothesis that empathy is related to physiological responses and serves as contributing evidence for criteria in the selection, training, and evaluation of counselors.

Gelso (1974) found certain detrimental and inhibitory effects of the use of both audio and video recordings on both clients and counselors. Counselors tend not to be sensitive to inhibitory effects in their clients. Should counselor educators consider Gelso's research when evaluating both tapes and counselor students? Do the benefits of the use of tapes (feedback, change, supervision, etc.) outweigh these apparently bad ones?

Hills et. al. (1967), in the Personnel and Guidance Journal, reported on and discussed nine critical questions about selective college admissions. Although the nine questions are asked about admissions to undergraduate programs during higher education's "sellers' market" period, they are nevertheless relevant to our concerns at this conference. I have, therefore, duplicated and included them with this paper.

Hohenshil et. al. (1974) reported on a study which compared measured vocational interests of elementary counselors, junior high counselors, vocational counselors, college counselors, and administrators of guidance programs. They found both homogeneity and differences. All groups were oriented toward people. Vocational counselors and administrators were more management-oriented than were the other three groups.

Hurst et. al. (1974) found that both the academic and the affective factors upon which admissions usually depend are either negatively or unstably related to the core skills of counseling and therapy. The author concluded that even the sophisticated scoring and prediction method, combining many intellective and non-intellective factors, used in their study was unsatisfactory. They recognized a critical need for adequate selection criteria.

Jansen, Robb, and Bonk (1970) investigated intellective and non-intellective variables and counseling competence. Students rated in the top 25% in overall competence were compared with those rated in the bottom 25% at the end of an evaluation seminar. Competence was operationally defined as a composite of knowledge, skill, and ability to use counseling theories and techniques, test data, and counseling itself. Significant differences were found on the dimensions of C.A., five of six intellective variables, and five of eleven non-intellective variables (Ohio State University Psychological Test, Level of comprehension, expression, cumulative Grade Point Average, Practicum grade. Restraint, sociability, emotional stability, objectivity, and the MTAI).

Jones et. al. (1974) obtained correlations between scores or ratings on 17 variables derived from a review of the literature on the problem of selection and levels of empathic understanding, genuineness, and respect provided by 19 graduate students to clients during counseling practicum experience. Results revealed that empathic understanding and respect are significantly related to two similar

personality variables, tolerance of ambiguity and need for order. Ratings from Carkhuff's Index of Communication were significantly related to empathic understanding. None of the variables investigated was significantly related to genuineness. Suggestions are made for further research and the improvement of existing selection instruments. Note: Order was a negative and ambiguity a positive correlations. Only 15 subjects. Correlations significant at .05 level.

Krauskopf (1973) investigated the relationship between Miller Analogies Test scores and completion of a Ph.D. program in Psychology at the University of Missouri. Correlational coefficients were modest. However, when the author used a different method, that of investigating the percent completing the doctorate, an entirely different picture resulted. He found that the odds against getting a doctorate were 7:1 for those entrants with MAT scores below 50. Odds shifted in the students' favor when the scores are above 70. I have included a copy of this article with this paper.

Masih and Kushel (1970) found that both counselors and teachers rated high job values that emphasize interesting work, freedom of expression, and altruism. Both groups rated low those job values involving power, prestige, and fame. The authors feel that these similarities might be due to the fact that prospective counselors are usually drawn from the teaching ranks, which they don't think is necessarily good. This study was included because of the possibility that further investigation of job values might possibly discover some new method of distinguishing good counselors from bad ones and non-counselors.

McNally and Drummond (1974) examined the factor structure of ratings made with the revised Carkhuff (1969) Scales. Findings were that raters were responding to two, not three, counselor conditions: "empathy-genuineness" and "respect" rather than to empathy, genuineness, and respect. Implications are that clients perceive their counselors in terms of more global relationship characteristics than was previously thought. The authors recommend that counselor educators re-examine their basic assumptions concerning facilitative conditions.

Mills and Mencke (1967) contest the findings of Demos and Zuwaylif (1966) in which the latter two found personality characteristics on the EPPS which distinguish successful from non-successful counselors. They claim that Demos and Zuwaylif used a faulty research design and also made several calculation errors which affected results significantly.

Myrick et. al. (1972) found eight of the 16 factors of Cattel's 16PF to distinguish significantly counselors who were rated effective and ineffective. Only two factors differentiated male and female counselors. The factors which discriminated the effective from the ineffective counselors were A, C, E, F, G, H, I, and L. The factors which distinguished females from males were G and M.

Remer and Sease (1974) report the results of research, the purpose of which was to develop an instrument that could be used as a predictive measure of counseling competence based on performance criteria. Rationale for the study was based on a work-sample approach using simulated problem-solving situations. The rationale depends on construct validity, which the authors claim to have demonstrated. Results of the study indicated that of three groups, experienced counselors performed best on the instrument, students in introductory guidance next, and physics students poorly. "Q.E.D. construct validity of the instrument." It should be noted that all this is based on the assumptions' validity.

Rochester and Cottingham (1969) found significant differences between NDEA enrollees in mean pre-training values and SV personnel and guidance norms on certain of the PV scales. They also found significant differences between the enrollees in mean post-training values and SV personnel and guidance norms on several of the scales. There was little significant value change, particularly for males.

Wittmer and Lister (1971) compared the GRE with the 16PF as predictors of counselor effectiveness as measured by a supervisor evaluation schedule (Myrick and Kelly) at the end of a counseling practicum. Subjects were 53 counselors in training at the University of Florida. Correlations for the 16PF were significant at the .01 level. GRE correlations were non-significant. The authors did indicate that the GRE was useful to identify students who could survive the academic rigors of graduate school.

Zytowski (1974) reports a follow-up study of 102 males and females who were located 25 years after they had taken a Kuder Preference Record at an average age of 14. Fifty-three percent of them were in occupations consistent with their highest interest scores, although thirty-two percent were in occupations consistent with their lowest scores. Those in consistent occupations were more satisfied. There is thus a stable relationship between interests and careers. Could this fact have implications for counselor selection?

Counselor Selection, Entrance, Etc.
SACES Convention, Fall 1975
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Where is Self-Development
In Our Counselor
Training Programs

A major concern in the field of counseling involves counselor education practices. Although much attention has been devoted to this area little consensus exists among educators as to viable training approaches. Amidst the many controversies in counselor training programs it appears that little has been done in identifying the area of self-development/growth as a discrete component in training.

Although content in counselor education programs vary from region to region, state to state and institution to institution certain rubrics for academic content have received general acceptance. Furthermore these academic rubrics appear to be characteristic at all levels of counselor preparation. These would include (1) personality organization, learning and development, (2) knowledge of social environment (including social psychology), (3) appraisal of the individual, (4) counseling, (5) professional orientation (including ethics), (6) practicum and (7) research.

For the most part training programs in counselor education have tended to be predominantly didactic in nature as exemplified by many of the trait-factor, behavioristic, psychoanalytic approaches. However, some of the humanistic groups have been heavily experiential in their

training approach (Carkhuff, 1967). Egan (1975) addresses himself to the problem of training by stating that the "tendency was to overload the prospective helper with psychological theory ... often at the expense of skills training and experiential learning."

Some more recent opinions about training as exemplified by Carkhuff (1969), Brammer (1973), Ivey (1971), Hackney and Nye (1973), Danish (1971), Kagan (1973) and Egan (1975) have stressed a systematic skills training approach. These approaches for the most part directly advocate or allude to a combination of skills development, experiential activities, and eclectic theory integration.

There appears to have been a general increase in the quality of training programs in recent years as a result of the utilization of training models. These training models tend to emphasize theory application and skills development with a great amount of time devoted to the development of response modes. Danish, et al (1947) alerts educators to the problem of concentrating solely on response mode training by stating, "Helpees are people first and training only in response modes overlooks the effect of the person who is the helper has on the helping process." I too get the feeling that we as counselor educators may frequently overlook the need for self-

growth and development in out students within the training program in lieu of more tangible criteria. It appears that only a few training programs have actually directed themselves to the area of student self-development and improvement as a component in their counselor training programs. (Hackney and Nye, 1973; Egan, 1975; and Danish, 1971 are examples.) Whereas others (Island, 1972; Malcolm, 1971; Blocher, 1968) express the importance of personal-growth and awareness as part of counselor training.

I am frequently confused by the inconsistencies often referred to of how we train counselors and what we expect from them; for example, if one would look at desirable characteristics of helping persons, statements such as "...the helper is a skilled person, a person who is himself living effectively..." would be very representative. But, are we really allowing our students the opportunity to develop appropriate life skills or do we just hope or assume that it will occur?

I feel unless the student trainees are offered the opportunity for self-development and understanding as part of their training program, the subsequent acquisition of communication skills and theories, no matter how expertly integrated, presented and practiced would still limit the

trainees' overall effectiveness at the very least. How can we expect student counselors to help their perspective clients in developing effective life skills (e.g., living, learning, and working) if they themselves are not living effectively?

In summation, if counselor education is to be a complete process, facilitating an individual's personal and professional development, descrete provisions for self-development needs to be established within our training programs as well as developing means to evaluate it. Such a procedure would enable prospective students to be aware of the program's philosophy and goals so that mutual expectations are clearly established.

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